

Target learner	8-9 th grade ,14-15 aged pupils
L1	Uzbek
English proficiency	B1
Theme	Job

Activity

Pre-listening

Audio is provided by the teacher

Students have to find and write familiar words that they listened to

Pre-activity: teacher provides handout about jobs students have to fill the gaps

You can be a 1..... or a nurse.

You could work in a hospital or doctor's office.

You might be a 2..... and put out fires.

A policeman enforces the law.

An actor plays roles on stage or in the movies.

You could drive a taxi or be the 3..... of an airplane.

What kinds of things do you like to do?

You might want to be a 4.....k in a store.

Maybe you are good at a sport.

You could be a baseball player or a hockey player.

Being a 5.....is a good job.

A dentist fixes teeth.

If you are good at arguing, you might want to be a 6.....

Do you like to fix people's hair?

You could be a hairdresser or a 7.....

If you are good with your hands, you might want to be a carpenter or a mechanic.

If you like to travel, you could be a stewardess or a travel agent.
 You could be a teacher or a 8.....
 Are you artistic or creative?
 You might want to be an artist or a writer.
 You could work on construction and build houses.
 You could look after animals and be a 9.....
 If you like to cook, you could be a cook or a chef.
 There are so many places to work, and so many jobs to do.
 Maybe you could 10..... in a library.
 You could wash windows or be the captain of a ship.
 There is no limit to what you can be.

While-activity: there are 4 speaker giving their job introduction
 find what the certain speaker's job

Speaker 1	A) Builder
Speaker 2	B) engineer
Speaker 3	C)teacher
Speaker 4	D)librarian
	E) Doctor
	J)nurse

While activity: teacher puts the listening once more students
 have to find the speaker's workplace

Post activity: students have to retell what they have heard

Type of Listening: Intensive Listening

According to Maftoon et al., **intensive listening** involves close listening to a text to decode linguistic input like vocabulary and grammar.

This activity requires students to **listen carefully for specific vocabulary** (e.g., doctor, firefighter, pilot) and fill in missing words.

It strengthens **bottom-up processing**, as learners need to identify word from context.

Focus on Language Learning, Not Just Testing

As emphasized by Flowerdew. Miller (2012), good listening materials should **develop** comprehension, not merely test it.

This task introduces key job vocabulary **within meaningful context** and helps learners **practice decoding** language through listening—not just recognizing it in isolation.

Balanced Input: Bottom-Up and Top-Down Processing

Students engage **bottom-up skills** by concerning individual job-related words.

here is use **top-down processing** (e.g., world knowledge about jobs and workplace roles) to predict and verify words.